

**THE EFFECT OF USING THE COMPARE AND CONTRAST
STRATEGY TOWARD READING COMPREHENSION
OF THE EIGHT GRADE STUDENTS AT
JUNIOR HIGH SCHOOL
5 TAMBANG**



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1433 H/2012 M**

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Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education

(S.Pd.)



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ABSTRAK

NURIMAN (2012): Pengaruh dari Penggunaan Strategi Persamaan dan Perbedaan terhadap Pemahaman Bacaan Siswa Kelas Delapan di SMPN 5 Tambang

Berdasarkan studi pendahuluan penulis, ditemukan bahwa, siswa belum mampu memahami sebuah bacaan dalam buku pelajaran di sekolah. Masalah ini disebabkan oleh beberapa faktor. Misalnya, sebagian siswa kurang memahami tentang isi dari teks bacaan dan tidak bisa mengidentifikasi informasi dari teks bacaan. Jadi, penulis tertarik mengadakan penelitian tentang masalah tersebut.

Penelitian ini diadakan di SMPN 5 Tambang. Subjek dari penelitian ini adalah siswa kelas delapan SMPN 5 Tambang, dan objek dari penelitian ini adalah pengaruh dari penggunaan strategi Persamaan dan Perbedaan. Adapun jenis penelitiannya adalah *Quasi-experiment*.

Populasi dari penelitian ini adalah seluruh siswa kelas delapan. Keseluruhan dari jumlah populasi adalah 44 siswa. Dikarenakan jumlah populasinya tidak terlalu banyak, peneliti menggunakan semua sample yang mengambil dua kelas sebagai sampel: kelas VIII 1 yang terdiri dari 22 siswa sebagai kelompok eksperimen, dan kelas VIII 2 yang terdiri dari 22 siswa sebagai kelompok kontrol. Jadi, jumlah sampel dari dua kelas tersebut adalah 44 siswa. Untuk data analisisnya, peneliti menggunakan Anova melalui SPSS.

Setelah data dianalisis, peneliti menemukan pengaruh yang signifikan dari strategi Persamaan dan Perbedaan untuk meningkatkan pemahaman bacaan siswa kelas delapan SMPN 5 Tambang, dimana F_{hitung} adalah 12.697 lebih besar dari $F_{0.05,1,42}$ adalah 4.07. Maka, Null Hypothesis (H_0) ditolak, dan Alternative Hypothesis (H_a) diterima,

Persamaan dan perbedaan adalah strategy yg bagus, pemahaman bacaan siswa dapat dikategorikan kedalam level yg baik. Berdasarkan analisis data menggunakan rumus annova bisa diambil kesimpulan bahwa H_0 ditolak H_a diterima, itu berarti bahwa ada perbedaan signifikan antara kemampuan siswa diajar dengan menggunakan strategi persamaan dan perbedaan siswa kelas delapan SMPN 5 Tambang.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is very important skill in English because through reading the students can get more knowledge or information, particularly the information they need to support their study. Thus, the students are expected to be able to identify what the text is talking about in order to improve their achievement in reading.

Reading comprehension is the degree to which we understand what we read. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose¹.

In reading, students can get knowledge, information, and other linguistics skills, besides that, the student can also improve their ability in understanding the reading text effectively and efficiently. The first thing, the students have to know what the text is about and then understand each of the sentence and what they are saying,²

Based on the definition above, the writer can conclude that reading is a skill that presents the authors' idea. In reading, the reader must have a good interaction with the text in order to get the meaning of the text.

In order to accomplish students need toward reading, Based on curriculum (KTSP), reading must be provided as one of the skills in mastering English that

¹ Kalayo Hasibuan and M. Fauzan Ansyari. *Teaching English as a Foreign language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p.113

² Kathleen T. McWhorter, *Guide to College Reading*. Canada (Little, Brown and Company. 1980), p.71

should be taught and learned by students. In Junior high school 5 Tambang, curriculum (KTSP) is used in their learning processes. Based on syllabus of junior high school 5 Tambang, as the basic stated for eight grade, in the descriptive texts. they should be able to understand a short essay related to their environment³.

Based on preliminary research in eight grade student of junior high school 5 Tambang, reading was taught by conventional technique. The teacher had taught reading the types of genre available in students' textbook. Through the types of genre in their textbook, the student would recognize and understood about kind of the texts. Besides, the teacher read text and then the teacher gave students some questions to be answered based on the text or paragraph, then, teacher asked them to collect their papers and the teacher gave the true answers to the students. But most of the students could not true understand and answered correctly. some of students could not comprehend the texts well. It can be seen from the following phenomena:

1. Some of the students do not get information from the text
2. Some of the students cannot find main idea in the paragraph
3. Some of students cannot find synonym of word
4. Some of the student cannot answer the questions in reading text correctly

To improve the students' reading comprehension needs appropriate technique and strategy helping them as solution for their problems. In reading, there are many techniques, methods and also strategies. The writer knows the eight grade student of junior high school 5 Tambang still used strategy of reading

³Silabus SMPN 5 Tambang 2010-2011. (Kampar:Unpublished 2010)

by reading the entire reading text book. So, the students were confused, got bored, and getting noisy in the class, and then the students needed long time to understand the reading. In addition the students laced in master vocabulary, so the students cheated to other friends.

Based on the phenomena, the writer wants to take a new strategy to improve students' comprehension in reading text. To accomplish students' need in reading, there is a strategy that can help students to improve their reading comprehension which is called Compare and Contrast strategy.

Compare and contrast is a strategy that students use to conduct a comparative analysis by using criteria to draw conclusions and infer possible causes and effects⁴. Comparison and contrast is a useful strategy for improving reading skills. When students are struggling with finding meaning in the spoken or written word, a comparison and contrast for specific language tools is a powerful tool. Specific words signal comparative ideas in language. For example in comparison, at the same time or similarly signal sameness and on the other hand, but, nevertheless yet, however, and in contrast show that things are in opposition. Students can be given a list of words and then use them as cues to pull ideas out a passage. This is a decoding tool that can be adapted to across grade and subject.

⁴ Harvey F. Silver, Richard W. Strong, and Matthew J. Parini. *The Strategies Teacher*. Virginia USA:2007.p.69

Marzano, Gaddy, and Dean (2000) explains that teaching comparing and contrasting boosted student's performance on achievement tests by 45 percentile points.⁵

Therefore, the writer is interested in carrying out the research entitled:
THE EFFECT OF USING THE COMPARE AND CONTRAST STRATEGY TOWARD READING COMPREHENSION OF THE EIGHT GRADE STUDENTS AT JUNIOR HIGH SCHOOL 5 TAMBANG.

B. The Definition of the Term

1. Effect

Change that somebody/something causes in somebody/something else⁶ in this research, effect is defined as the result of teaching compare and contrast.

2. The Compare and Contrast strategy

Compare and contrast is a strategy that students use to conduct a comparative analysis by using criteria to draw conclusions and infer possible causes and effects, In this research, the compare and contrast meant is strategy used by writer to know its effect toward student's reading comprehension.

3. Strategy

Strategy is defined as particular way of doing something.⁷ In this study, method deals with the way used by the students to comprehend reading text.

⁵ Thomas,G.gunning. *Reading Comprehension Boosters*: United State of America(Jossey-Bass.2010).p.310

⁶ Oxford Dictionary. *Learner's pocket dictionary: third Edition*. Oxford University Press: 2009.p.138

⁷ Hornby. A.S. *Oxford advanced Learner's Dictionary of Current English Oxford University Press*; England .(2002), p. 837

Strategy is a specific method of approaching a problem of task, models of operation for achieving a particular end, or planned design for controlling and manipulating certain information.⁸

4. Reading comprehension

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁹

C. The Problem

1. The Identification of the Problem

Based on the background of the problem mentioned above and supported by phenomena, it is clear that there are many students who has many problem especially in reading. Thus, writer identifies the problems as follows:

- a. Why do not some of students get information from the text?
- b. Why are some of students not able to find main idea in the paragraph?
- c. Why are some of students not able to find synonym of word?
- d. Why cannot some of students answer the questions in reading text correctly?

2. The Limitation of the Problem

Based on the identification of the problems above, the problems of the research only focused on the effect of using the Compare and Contrast strategy toward reading comprehension at the eight grade students of SMPN 5Tambang of Kampar Regency. Then, the writer limit that the focus of this research is student

⁸ H Douglas Brown. *Teaching by Principles an Interactive Approach for Language Pedagogy*.(USA: Prentice Hall Regent Englewood Cliffs, 2000) p. 192

⁹ Catherine Snow. *Reading for Understanding toward an R&D Program in Reading Comprehension*: Santa Monica (RAND.2002). p.11

find main idea of the text, student find synonym of word, and students find factual information of the text. the reading text used by the researcher in this research is descriptive text.

3. The Formulation of the Problem

The problem of this research will be formulated in the following questions:

- a. How is students' reading comprehension in descriptive text taught by using the Compare and Contrast strategy at the Eight Grades students of Junior High School 5 Tambang?
- b. How is students' reading comprehension in descriptive text taught without using the Compare and Contrast strategy at the Eight Grades Students of Junior High School 5 Tambang?
- c. Is there any significant effect of students' reading comprehension in descriptive text between those who are taught by using the Compare and Contrast strategy and those who are not taught by using the compare and contrast strategy.

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension in Descriptive text taught by using the Compare and Contrast strategy.
- b. To find out students' reading comprehension in descriptive taught without using the Compare and Contrast strategy.

- c. To find out the significant effect of students' reading comprehension in descriptive text between those who are taught by using the Compare and Contrast strategy and those who are not taught by using the compare and contrast strategy.

2. The Significance of the Research

Related to objectives of the research above, the significance of the research are as follows:

- a. To give some information to the teacher and school about the strategy that solves problems in students' reading comprehension in descriptive text.
- b. To give some contribution to the students in order to improve students' reading comprehension in descriptive text.
- c. To enhance the writer's knowledge about teaching reading by using the Compare and Contrast strategy.

CHAPTER II

REVIEWING OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the four language skills (listening, speaking, reading, and writing). Reading is important to be learned and mastered by every individual. Reading is a way to get information. To get information from a text, we need to comprehend it well. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ Learning a foreign language is long and complex undertaking.² It means that we must have high motivation and work hard to achieve it.

Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

Reading is important when we use reading to achieve an important goal to them, to achieve a purpose of theirs, or to answer questions they want to answer. In short, they are motivated to read when reading empowers or enriches them³. Reading comprehension results when the reader knows which skill and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

¹ Neil Anderson in David, Nunan. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003.p. 68

² H, Douglas Brown. *Principle of Language Learning and Teaching*, fourth Edition. New York: Addison Wesley longman. Inc, 2000. P. 1

³ Gerald G. Duffy. *Explaining Reading*. (New York: The Guilford Press, 2009), p.5

Comprehension is a kind of up-market synonym for understanding in discussions that are (or are intended to appear) technical and scientific. In such contexts, the word frequently does not appear alone, but in such combinations as comprehension skills or the comprehension process, even by people who would never use expressions like understanding skills or the understanding process.⁴ It means that reading comprehension can be done if we understand about the content of reading text clearly.

There are some of the communication processes which are gotten from reading⁵:

- a. The reader's role passive

The text is full of meaning like a jug full of water, and it can be poured straight into the teacher's mind which soaks it up like a sponge. In this view, the reader's role is a passive one; all the work has been done by the writer and the reader has only to open his mind and let the meaning pour in.

- b. Using the same code (language)

If you found the text difficult, one cause of them is you are not familiar with the code in which it has been expressed. So, one of the prerequisites for satisfactory communication is that writer and reader should share the same code.

- c. Shared assumptions

A more interesting requirement is that the writer and reader should share certain assumptions about the world and the way it works. We saw that if the

⁴ Frank Smith. *Understanding Reading Six Edition*. London: Lawrence Erlbaum. 2004. p.12

⁵ Nuttal, Christine. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books. 1983. p. 4-11

writer expects his reader to have a basic understanding of chemistry, the text will not be readily understood by anyone who lacks this; the writer does not tell the reader what he assumes is already known. So problem in understanding arise when there is a mismatch between the presuppositions of the writer and those of the reader.

d. Reading as interaction

Reading is an interactive activity. We are accustomed to thinking of conversation as interactive, because what one speaker says obviously influences the contribution of the other. The interaction in reading is clearly rather different because the writer is not normally available, and this makes the task of both reader and writer more difficult. The writer can not know which parts of his text will cause misunderstanding. He has to guess where the problems lie and shape his text accordingly, but since he never knows exactly who his readers will be, he will never succeed completely. In other words, readers' understanding of the text is a kind of exchange ideas with the author.

Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectations, skills, and prior knowledge (reader context). Comprehension can be seen as the process of using one's own prior experiences (reader context) to infer the author's intended meaning. This process can involve understanding and selectively recalling ideas in individual sentences (micro processes), inferring relationships between clauses and/or sentences (integrative processes), organizing ideas around summarizing ideas (macro processes), and making inferences not necessarily intended by the author

(elaborative processes). These processes work together (interactive hypothesis) and can be controlled and adjusted by the reader as required by the reader's goals (metacognitive processes) and the total situation in which comprehension is taking place (situation context).⁶

Based on explanation above, the writer concludes that comprehension can be gotten by the reader if they have prior knowledge, can take new information from the text, and get the expectation of reading (understanding the text clearly).

At least five processes that proceed simultaneously during comprehension:⁷

a. Microprocesses

The reader's first task is to derive meaning from the individual idea units in each sentence and to decide which of these ideas to remember. At least two processing skills are required for the understanding of individual sentences. The first is the ability to group words into meaningful phrase. The second major skill required for micro processing is the ability to select what idea units to remember.

b. Integrative process

The readers can recall what they read only if the individual ideas are connected into a coherent whole. It means that the relationship between clauses and/or between sentences must also be comprehended. It requires the ability to do such things as identifying pronoun referents, inferring causation and sequence, and making other relevant inferences about the total situation being described.

⁶ Judith Westphal Irwin. *Teaching Reading Comprehension Processes*. New Jersey: Prentice Hall.1986. p. 9

⁷ Ibid. p. 3-6

c. Macro processes

At least two skills are necessary for macro processing. The first is the ability to select the general ideas and to summarize the passage. The second is the ability to use the author's general organizational pattern to organize one's own memory representation.

d. Elaborative processes

We may make a prediction about what might happen, we may form a vivid mental picture, or we may think about how the information relates to something similar we have experienced. It means that elaborative processing is the process of making inferences not necessarily intended by the author.

e. Metacognitive processes

Metacognition may be loosely defined as conscious awareness and control of one's own cognitive processes. This involves knowing when one does or does not understand something and knowing how to go about achieving a cognitive goal, such as successful comprehension or long term recall. It means that metacognitive process is the process of adjusting one's strategies to control comprehension and long term recall.

Based on the theories and explanation above, the writer can conclude that reading comprehension is not merely easy process, but also interactive which entails the readers to comprehension not only literal meaning of the text, but also text organization, able to make conclusion from the text. Besides, the readers must get involved emotionally into the contents in the text

2. The Factors that Influence Students' Reading Comprehension

a. Internal Factor

There are two factors that influence the students' achievements, it is included in reading comprehension achievements and they are related one another, they are internal factor and external factor⁸.

a.1. Motivation

Motivation plays an important role in comprehending the text. According to Judith Westphal, the students can read with greater comprehension when the students are motivated by teacher to read the text⁹. Brown divides the motivation theory into two kinds; they are intrinsic and extrinsic motivation. Marge B. Ginsberg and Raymond J. Wlodkowski defined intrinsic motivation; intrinsic motivation is elicited when people know they are competently performing an activity that leads to a valued goal¹⁰.

a.2. Interest

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer is interested in using Compare and Contrast strategy to build up the students' motivation and interest, because it is impossible for the students to

⁸ Ngalim Purwanto, *Psikologi Pendidikan*. (Bandung: Rosda Karya, 1990)

⁹ Judith westphal Irwin. *Teaching Reading Comprehension Process*. (New Jersey: Prentice- Hall, 1986), p. 110

¹⁰ Marge B. Ginsberg and Raymond J. Wlodkowski. *Diversity and Motivation Culturally Responsive Teaching in College, Second Edition*(EBook). (San Francisco, 2009), pp. 266.

understand the text if he or she has no interest and motivation to read, So it can be concluded that the good interest and motivation result the good achievement of the students.

b. External Factor

The external factor has a close relationship to read material and teacher of reading. They are related one another.

b.1. Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence the students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

b.2. Teacher of reading

Teacher of reading should be careful in choosing the text and giving the task because they are related to the students' reading comprehension achievements.

3. The Nature of the Compare and Contrast Strategy

According to Kalayo Hasibuan, reading comprehension results when the reader knows in which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.¹¹ Based on that statement, the writer suggests a strategy which is named the compare and contrast strategy. Compare and contrast is a strategy that students use to conduct a

¹¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari. Loc. cit.

comparative analysis by using criteria to draw conclusions and infer possible causes and effects.¹²

The procedure of compare and contrast strategy¹³

- a. Introduce the process of comparison by first comparing and contrasting simple, everyday items that students are familiar with—cats and dogs, apples and oranges, winter and spring.
- b. Choose two separate objects, concepts, or readings that students will compare and contrast.
- c. Establish the purpose for comparison by answering the question “Why are we conducting a comparison?”
- d. Provide students with criteria for analyzing the two items (e.g., *what do they eat? What do they look like? How do they behave?*)
- e. Have students use the criteria to describe each item separately. (A two-column description organizer is often helpful.)
- f. Show students how to use a comparison organizer to distinguish between the two objects by recording similarities and differences.
- g. Lead a discussion using synthesis questions.
 1. Are the two more alike or more different?
 2. What is the most important difference? What are the causes and effects of this difference?
 3. What conclusions can you draw?

¹² Harvey F. Silver, Richard W. Strong, and Matthew J. Parini. Loc. cit

¹³ Ibid. p. 75

- h. Move students toward independence by teaching them how to formulate criteria, describe items, and determine key similarities and differences.

Compare and contrast is a useful strategy to improve reading comprehension. When students are struggling with finding meaning in the spoken or written word, a comparison and contrast for specific language tools is a powerful tool. Specific words signal comparative ideas in language. For example in comparison, at the same time or similarly signal sameness and on the other hand, but, nevertheless yet, however, and in contrast show that things are in opposition. Students can be given a list of words and then use them as cues to pull ideas out a passage. This is a decoding tool that can be adapted across grade and subject.

The benefits of comparison as a teaching and learning process are undeniable. In fact, Robert Marzano, Debra Pickering, and Jane Pollock (2001) found that teaching students how to identify similarities and differences is the single most effective way to raise achievement. The strategy takes the natural human capacity to make comparisons, its effectiveness as an instructional technique by leading students through process that involves

- a. Describing each item separately
- b. Identifying similarities and differences by using a comparison organizer
- c. Forming and discussing conclusions
- d. Synthesizing learning by completing a task

4. Descriptive Text

Descriptive text is a text which uses details to tell how a subject looks, sounds, smells, tastes or feels. The essay should make reader feel like responding to what he or she is reading.¹⁴ It is supported by Alice Hoshima and Ann Hogue, they said a good description is a word picture; the readers can imagine the object, place, or person in their mind.¹⁵ The writer concludes that descriptive text is one of kinds of text which uses an imaginable words, the readers' feelings can be brought to the text.

Alice and Patricia add three parts of descriptive text, they are:¹⁶

a. Introduction

It includes Topic, Hook, Background information, and Thesis statement.

There are some important points that we have to remember:

1. The hook introduces the object or event of description.
2. The middle sentences provide the background.
3. The thesis statement tells why object or event of description is important to the writer.

b. Body Paragraphs

It is in middle of the text. It includes details. There are some important points that we have to remember:

1. Most of the descriptions are in the body paragraphs.

¹⁴ Alice Savage and Patricia Mayer. *Effective Academic Writing* 2. New York: Oxford. 2005. p. 33

¹⁵ Alice Hoshima and Ann Hogue. *Introduction to Academic Writing Third Edition*. USA: Longman Pearson. 2007. p. 61

¹⁶ Alice Savage and Patricia Mayer. loc. cit. p. 35

2. Adjectives and adverbs make the experience more vivid.
3. The scene is often described with prepositions and prepositional phrases that specify location or position in space.

c. Conclusion

It explains final opinion which is given by the writer about the description.

5. The Use of the Compare and Contrast Strategy

Compare and Contrast is used to help students distinguish between types of ideas or group like ideas. It can be used to help students identify language cues, clarify thinking and define ideas. It can also be used to facilitate indirect instruction through concept formation or concept attainment. In comparing ideas or items, writers explain similarities between them; in contrasting ideas or items, writers show differences.¹⁷

Compare & Contrast is a unique strategy in its capacity to build students memories, reduce confusion, and highlight critical similarities and differences. Compare & Contrast is one of the families of four comparative thinking strategies that together make up our most effective tool for improving student learning. As educational researcher Robert Marzano, Debra Pickering, and Jane Pollock report in *Classroom Instruction that Works*, using comparative thinking strategies in the classroom is the single most effective way to raise students' achievement.

¹⁷ Rose Wasssman and Lee Ann Rinsky. *Effective Reading in Changing World*. USA: New Jersey. 2000. p. 251

B. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this operational concept, the writer would like to explain briefly about variables of the research it self. There are two variables will be used. The first is the Compare and Contrast strategy which refers to the teacher's strategy in teaching reading descriptive text (in experimental class) which is known as Independent variable or variable X. The second is students' reading comprehension (reading descriptive text) which is known as Dependent variable or variable Y.

1. The implementation of the compare and contrast strategy is as follows:
 - a. The teacher Introduce the process of comparison by first comparing and contrasting simple, everyday items that students are familiar with
 - b. The teacher Choose two readings text
 - c. The teacher provide students with criteria from thye text for analyzing the two items
 - d. The teacher and students use the criteria to describe each item separately
 - e. The teacher Show to the students how to use a comparison organizer
 - f. The teacher ask the Student using synthesis questions, to make a conclusion
 - g. The teacher Move students toward independence by teaching them how to formulate criteria, describe items, and determine key similarities.

2. The indicators of students' reading comprehension

1. The students find General information
2. The students identify main idea
3. The students find factual information
4. The students locate the meaning of vocabulary in context
5. The students identify references
6. The students make inference from reading text

C. Relevant Research

The relevant research is the researchers' review of the relevant research to observe some previous research conducted by other researchers in which they are relevant to our research itself. Besides, the writer has to analyze what the point that was focused on, inform the design, finding and conclusion of the previous research. It aims at avoiding plagiarism toward the design and finding of previous researchers¹⁸ those are some relevant researchers of this research:

Kasnila (2009) in her research, focused on the teacher modeling and guided repeated reading on reading comprehension of the second year at SMAN 1 Kubu, she found that the mean score of experimental group which was taught by using teacher modeling and guided repeated is 69.88. While the mean score of control group which was taught by using conventional strategies is 66, it means that there was a significant different between teacher modeling and guided repeated reading comprehension.

¹⁸ M. Syafi'I. *From Paragraph to Research Report: a Writing for Academic Purposes*. Pekanbaru, 2007: LBSI. P. 122

Wong, Bernice research, *teaching adolescents with learning disabilities and low achievers to plan, writes, and revises compare-and-contrast essays*. He Presents a writing strategy to enhance the quality of compare-and-contrast essays in learning disabled (LD) and low-achieving (LA) students. 14 LD and 7 LA in Grades 9 and 10 were taught the strategy through teacher demonstrations of thinking-aloud planning and modeling appropriate questions used in interactive dialogs among students. These dialogs played a pivotal role in collaborative planning and subsequent revisions of essays. Improved substantially in the quality of their compare-and-contrast essays after training. Improvement was shown in clarity of writing.

It is different from this research. In this research, the writer used compare and contrast Strategy to give effect toward reading comprehension at the Eight Grades students of Junior High School 5 Tambang.

D. Assumption and Hypotheses

1. Assumption

In this research, the writer assumes that (1) descriptive text has been studied by the students. Thus, it is assumed that the students at the Eight Grade students of junior High School 5 Tambang are able to do examine the descriptive text well. (2) The better the Compare and Contrast strategy is applied in teaching or learning descriptive text, the better students' comprehension on reading descriptive is.

2. Hypotheses

- a. H_0 : There is no significant effect of using the Compare and Contrast strategy toward students' reading comprehension in descriptive text at the Eight Grades students of Junior High School 5 Tambang.
- b. H_a : There is any significant effect of using the Compare and Contrast strategy toward students' reading comprehension in descriptive text at the Eight Grades students of Junior High School 5 Tambang.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

This research is a kind of quasi experimental research. It is a research which is aimed to search whether there is or there is no effect of treatment which has been done to the experimental subject without random assignment.¹ This research consists of two variables; they are Independent variable that refers to the use of the Compare and Contrast strategy and Dependent variable that refers to reading comprehension. In conducting this research, the writer used two classes. The first class is experimental class which is taught by particular treatment by using the Compare and contrast strategy. And the second control class was taught by conventional strategy without particular treatment given for experimental class. in this research, the writer uses pre-test and post test design. In this design a popular approach to *quasi experiment*, it is focused on *non-randomized control group pretest and post test design*. Both of groups take a pretest and posttest, and only experiment group takes the treatment.

Table III.1
Research Type

GROUP	PRE-TEST	TREATMENT	POST-TEST
A	T1		T2
B	T1	X	T2

Experimental:

A: Experimental group

¹ Creswell, John W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Educational International.2008. p. 299

B: Control group

T1: Pre- test for experimental group and control group

: Receiving particular treatment

X: Without particular treatment

T2: Post- test for experimental group and control group.

B. The Time and the Location of the Research

This research was conducted at the Eight Grade students of Junior High School 5 Tambang. It is located at Kuapan, Kabupaten Street, Kampar Regency. The time of conducting research activities was for three months, started from 19 October 2011 until 31 January 2012.

C. The Subject and the Object of the Research

The subject of the research was the Eight Grade students of Junior High School 5 Tambang. The object of the research was the effect of using the Compare and Contrast strategy toward reading comprehension in descriptive text.

D. The Population and the Sample of the Research

1. Population

The population of this research was the Eight Grade students of Junior High School 5 Tambang Kampar regency in 2011-2012 academic years. It had 2 classes and the number of the class was 44 students.

Table III.2
The Population of Eight Grade students of Junior High School 5 Tambang

NO	CLASSES	POPULATION		TOTAL
		MALE	FEMALE	
1	VIII 1	10	12	22
2	VIII 2	11	11	22
				44

2. Sample

Although the number of population was not so large, the writer used all population as a sample or total sampling. Arikunto states that the amount subject is then less 100, it is better to take all the population as the sample.

E. The Instrument of the Data Collection

Test is the instrument to measure behavior or performance of someone to get response based on the instruction². The measure instrument is a set of question given to subject that pursuits finding of the cognitive test³. Here, test is a set of question is given to the students to know their comprehension in learning English especially in reading skills to collect the data of research. The writer used written text to measure the comprehension of the Eight Grade students of Junior High School 5 Tambang Kampar Regency, they were be given question just 20 questions in about 40 minutes.

The test was given to both of them, experiment class and control class with the some material. First, the writer gone treatment to experiment class by using

² M. Chabib Thoha. *Teknik Evaluasi Pendidikan* .(Jakarta: PT. Raja Grapindo, 1996), p. 43

³ H. Douglas Brown. *Language Assessment Principles and Classroom Practice*. (California: Longman, 2003), p. 3

compare and contrast Strategy and control class was taught with Conventional techniques by English Teacher. Then the writer distribute the test about comprehend reading text to students. The materials of the test were adopted from the book for Eight Grade students of Junior High School 5 Tambang Kampar Regency.

F. The Research Procedure

Since the Compare and contrast Strategy was used in learning and teaching English process toward reading comprehension skill, which helped teacher to achieve the goal of teaching, the procedure of this research were divided into two phases:

1. Procedures of Collecting Data for Experimental Group

a. Pre- test

The pre- test will carried out to determine the ability of the students selected as the sample. Items uses for pre- test consist of 20 items. The test was about reading comprehension appropriate with the curriculum of the school. The test consisted of there passages and had a several questions for each passages.

b. Treatment

The treatment was conducted for experimental class only. The treatment was using compare and contrast Strategy in teaching English part reading comprehension. The length of the time to apply the technique was about eight meetings and every was meeting about 40 minutes.

c. Post- Test

After nine meetings (including pre- test), the post- test was done. The result of the post- test for experimental group will analyze and use as final data for this research.

2. The Procedures of Collecting Data for Control Group

a. Pre- test

The goals, items, and procedures of the test for control group were the same as those conducted for experimental group.

b. Conventional Technique

In this study, the teacher taught reading comprehension for control group by using conventional technique of classical methods. The technique used in the classroom was done by steps below:

1. The teacher asks the students to read the reading passages or the teacher reads the text and the students listen it
2. The teacher asks the students to find out the meaning of difficult words by using dictionary
3. The teacher asked the students answer the questions base on the text passage
4. The teacher collect the students' reading assignment
5. The teacher make the conclusion from the reading text and answer the question with the students together

c. Post- test

Post- test for both experimental group and control group was administered after giving the treatment for experimental group. the result of the post- test for

both experimental group and control group was analyzed and used as final data for this research.

G. The Technique of Collecting Data

1. Test

In this research, the writer used test as instrument to collect the data. The test was multiple choice tests, divided into two stages. The first was pre test and it gave before the treatment. The second was post test and it gave after the treatment. According to J. Charles Alderson, multiple choice questions are a comment device for testing students' text comprehension⁴. Test was used to collect the data that consisted of 20 items in the form multiple choice questions. The test was used to know the score of students' reading comprehension.

In addition to Suharsimi Arikunto, there are some categories to evaluate the students' comprehension in reading text. The test composed of 20 items and each item was given score 5.⁵ The scale is:

Table III.3
The Categorizing Levels of Scoring of Reading Comprehension

The Score of Reading Comprehension Level	Categories
80-100	Very Good
70-79	Good
60-69	Enough
50-59	Less

⁴ J. Charles Alderson. *Assessing Reading*. (New Jersey: Cambridge University Press, 2001), p. 211

⁵ Suharsimi Arikunto. *Dasar-dasar Evaluasi Pendidikan, Edisi Revisi*. (jakarta: Bumi Aksara, 2009), p. 245

a. Validity and Reliability

a.1. Validity

Before the tests were given to the sample, both of tests were tried out to 30 students at the second year. The purpose of try out is to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty was determined as the proportion of correct responses. The formula for item difficulty is as follows⁶:

$$P = \frac{B}{JS}$$

Where

P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test and they are changed with the new items that are appropriate.

The standard level of difficulty used is **<0, 30** and **>0, 70**⁷. It means that the item test that accepted if the level of difficulty is between 0.30-0.70 and it is rejected if the level of difficulty is below 0.30 (difficult) and over 0.70 (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

⁶ Ibid p. 209

⁷ Ibid. p. 210

a.2. Reliability

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of any good test. Heaton explains that reliability is of primary importance in the use of both public achievement and proficiency test and classroom test.

There are some factors affecting the reliability of a test, they are:

- a. They are extent of the sample of material selected for testing
- b. The administration of the test, clearly this is an important factor in deciding reliability.

H. The Technique of Data Analysis

The data were analyzed by using quasi-experimental research, the write used Annova. The technique of data analysis used in this research was Annova formula.

In order find out whether there is a significant effect of using compare and contrast strategy toward reading comprehension, the data were analyzed statistically. In analyzing the data, the writer used score of experimental group and control group. The data were analyzed by using the statistical analysis.

F- Table was employed to see whether there was any significant difference between the mean score in both experimental and control classes.

Statistically hypotheses are:

$H_o = t_o < t\text{-table}$

$H_a = t_o > t\text{-table}$

Ha is accepted if $t_o > t_{\text{-table}}$ or there is effect of using compare and contrast Strategy toward reading comprehension. Ho is accepted if $t_o < t_{\text{-table}}$ or there is no effect of using compare and contrast Strategy toward reading comprehension.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Description of Research Procedure

The purpose of the research was to obtain the data of students' reading comprehension taught by using compare and contrast strategy and taught by using conventional strategy, and also the significant effect of students' reading comprehension taught by using compare and contrast strategy. The data were obtained from students' post-test scores of experimental and control class. The research procedures of this research are as follows:

1. Before administering the test, the writer examined whether the test was reliable or not.
2. The writer gave pre test and post test to VIII 1 and VIII 2. The writer asked the students to answer some questions based on the text given; the text was a descriptive text.
3. Based on the result of pre-test, it was found that VIII 1 was experimental class and VIII 2 was control class. Then, the writer gave treatments to experimental class for eight meetings.
4. After giving treatments to experimental class, the writer used the same format of questions but in different descriptive text to test students' reading comprehension for the post-test of experimental class. While for control class, taught without using treatments, the writer used the same format of questions and different descriptive text for their post-test also.

B. The Data Presentation

The data of this research were gotten from the score of students' pre-test and post-test. All of the data were collected through the following procedures:

1. In both of classes (Experimental Class and Control Class), students were asked to answer the questions based on the descriptive text given
2. The format of the test was multiple choices

There were two data of reading comprehension served by the writer. They were the data of students' reading comprehension taught by using compare and contrast strategy and the data of students' reading comprehension taught by using conventional strategy, and they are as follows:

a. The data presentation of using compare and contrast strategy in the Classroom (Variable X)

In this research, the writer used a test to collect the data. The test was administered by the writer, where the writer taught the experimental class by herself. The test was multiple choices with 20 items. To get a good data, test should be valid and reliable.

b. The data presentation of reading comprehension (Variable Y)

b.1. Reading comprehension Taught by compare and contrast Strategy

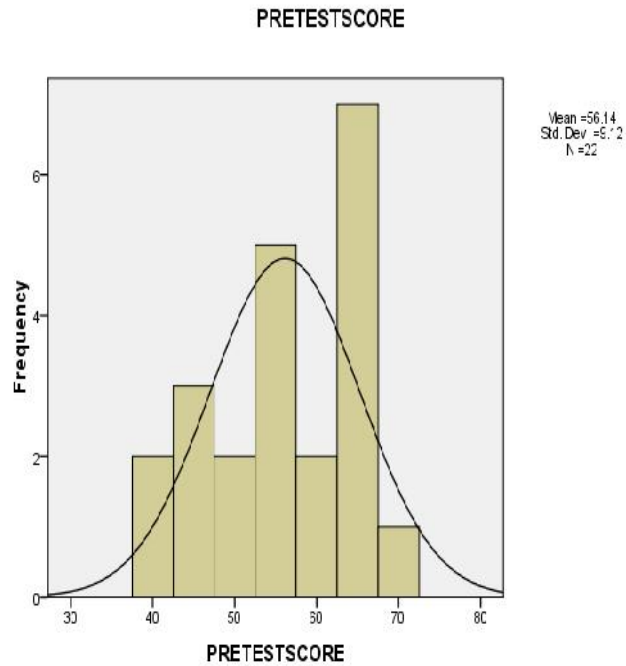
The data of students' reading comprehension by using compare and contrast strategy were gotten from pre-test and post-test of VIII 1 as an experimental class taken from the sample of this class (22 students). The writer taught directly for 8 meetings in the experimental class. The data can be seen from the data below:

Table IV.1
The score of the student' reading comprehension taught by using
compare and contrast strategy

No	Students	Experimental Class	
		Pre-test	Post-test
1	Students 1	70	85
2	Students 2	65	70
3	Students 3	55	65
4	Students 4	55	70
5	Students 5	50	75
6	Students 6	40	60
7	Students 7	45	55
8	Students 8	55	70
9	Students 9	65	70
10	Students 10	65	60
11	Students 11	45	65
12	Students 12	50	75
13	Students 13	55	65
14	Students 14	65	80
15	Students 15	45	45
16	Students 16	65	70
17	Students 17	40	75
18	Students 18	55	65
19	Students 19	60	60
20	Students 20	60	70
21	Students 21	65	75
22	Students 22	65	80
	Total	1235	1505
	Mean	56.14	68.41

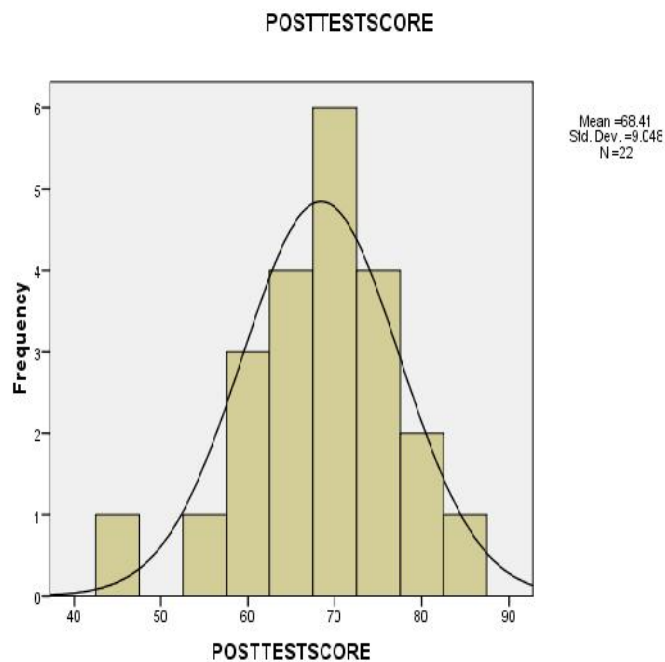
From the TableIV.1, the writer found that the total score of pre-test in experimental class was 1235 while the highest was 70 and the lowest was 40. The total of the score of post test in experimental class was 1505 while the highest was 85 and the lowest was 45. It means that the students had significant increasing of the reading comprehension. It was proved by the histograms, total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV.2
Histogram for the Score of Pre-Test Experiment Class
at Junior High School 5 Tambang



Based on the histogram above, we can see that the student who got score 40 are 2 students, the students who got score 45 are 3 students, the students who got score 50 are 2 students, the students who got score 55 are 5 students, the students who got score 60 are 2 students, the students who got score 65 are 7 students.

Table IV.3
Histogram for the Score of Post-Test Experiment Class
at Junior High School 5 Tambang



Based on the histogram above, we can see that the student who got score 45 are 1 student, the student who got score 55 are 1 student, the students who got score 60 are 3 students, the students who got score 65 are 4 students, the students who got score 70 are 6 students, the students who got score 75 are 4 students. the students who got score 80 are 2 students, and the students who got score 85 are 1 students.

From the histograms above the writer concludes the frequency score of pre-test and post –test of experimental class, which can be seen in the table below:

Table IV.4
Frequency Score of Pre-test and Post-test of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
40	2	45	1
45	3	55	1
50	2	60	3
55	5	65	4
60	2	70	6
65	7	75	4
70	1	80	2
		85	1
Total	22	Total	22

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

Table IV.5
The Mean and Standard Deviation of Pre-test and Post-test of experimental class

Item Statistics		
	Mean	Std. Deviation
Pre-test	56.13	9.119
Post-test	68.40	9.048

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

b.2. Reading comprehension Taught by Using Conventional Strategy

The data of reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of class VII 2 as control class taken of the sample in this class (22 Students). The data can be seen from the table below:

Table IV.6
The Score of the reading comprehension taught by Using Conventional Strategy

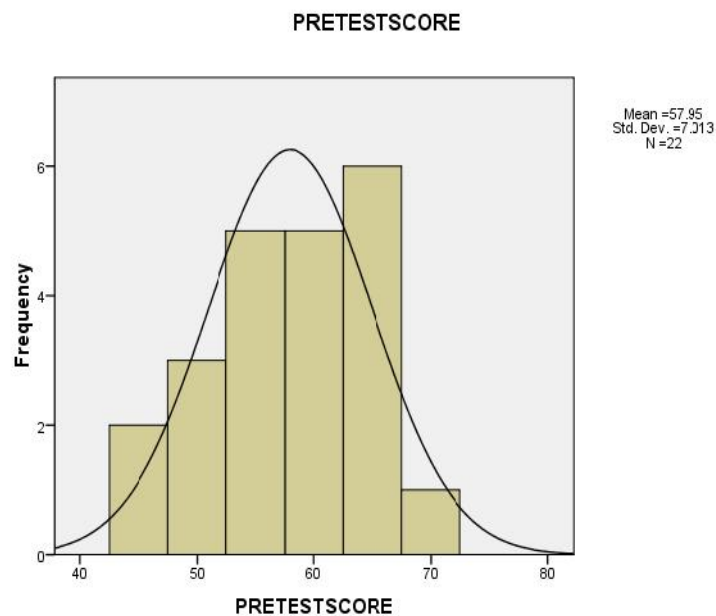
No	Students	Control Class	
		Pre-test	Post-test
1	Students 1	60	60
2	Students 2	65	70
3	Students 3	55	60
4	Students 4	45	55
5	Students 5	50	45
6	Students 6	60	50
7	Students 7	65	65
8	Students 8	55	45
9	Students 9	55	60
10	Students 10	65	75
11	Students 11	50	45
12	Students 12	50	65
13	Students 13	45	50
14	Students 14	65	55
15	Students 15	60	55
16	Students 16	65	70
17	Students 17	60	65
18	Students 18	55	65
19	Students 19	65	70
20	Students 20	70	65
21	Students 21	60	50
22	Students 22	55	65
	Total	1275	1305
	Mean	57.95	59.32

From the Table IV.6, the writer found that the total score of pre-test in control class is 1275 while the highest is 70 and the lowest was 45. The total of score post test in control class is 1305 while the highest is 75 and the lowest in 45.

It means that the students had little increasing of their reading comprehension, and it was not as experimental class. It was proved by the

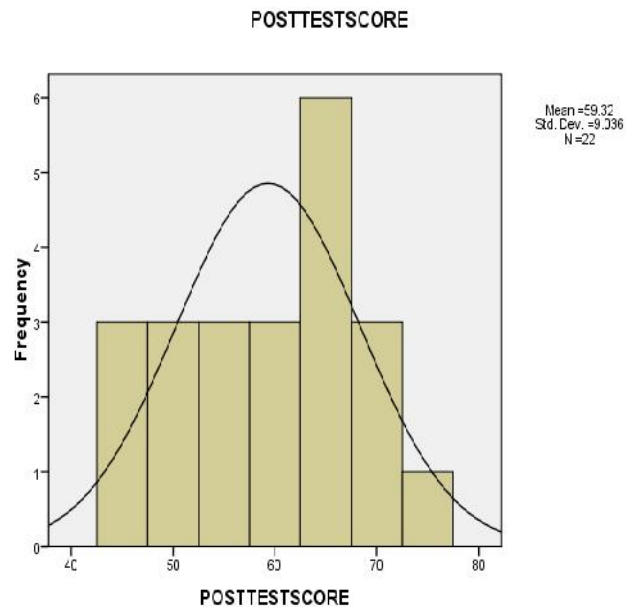
histograms, total score and the score of frequency from pre-test and post-test which was significantly different, and it can be seen as below:

Table IV.7
Histogram for the score of Pre-Test Control Class
at Junior High School 5 Tambang



Based on the histogram above, we can see that the student who got score 45 are 2 students, the students who got score 50 are 3 students, the students who got score 55 are 5 students, the students who got score 60 are 5 students, the students who got score 65 are 6 students, the student who got score 70 are 1 student.

Table IV.8
Histogram for the score of Post-Test Control Class
at Junior High School 5 Tambang



Based on the histogram above, we can see that the student who got score 45 are 3 students, the students who got score 50 are 3 students, the students who got score 55 are 3 students, the students who got score 60 are 3 students, the students who got score 65 are 6 students, the students who got score 70 are 3 students. The students who got score 75 are 1 student.

Besides, the mean of pre-test and post-test of control class also had big different. The frequency score and the mean of pre-test and post-test of control class can be seen as below:

Table IV.9
Frequency Score of Pre-test and Post-test of Control Class

Valid of Pre-test	Frequency of Pre-test	Valid of Post-test	Frequency of Post-test
45	2	45	3
50	3	50	3
55	5	55	3
60	5	60	3
65	6	65	6
70	1	70	3
		75	1
Total	22	Total	22

Besides, the mean and standard deviation were also needed in analyzing data gotten from the score or pre-test and pre-test in determining the mean and standard deviation, the writer used the software SPSS version 16 to calculate it. The mean and standard deviation of pre-test and post-test are in the following table:

Table IV.10
The Mean and Standard Deviation of Pre-test and Post-test of Control Class

Item Statistics		
	Mean	Std. Deviation
Pre-test	57.95	7.013
Post-test	59.31	9.036

From the table above, the distance between mean (Mx) and Standard deviation (SD) is too far. In other words, the scores obtained are normal.

**b.3. The Data Presentation of the effect of compare and contrast Strategy
toward Reading Comprehension**

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.11
Students Pre-test and Post-test score of Experimental Class and Control Class

No	Students	Experimental Class			Control Class		
		Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
1	Students 1	70	85	15	60	60	0
2	Students 2	65	70	5	65	70	5
3	Students 3	55	65	10	55	60	10
4	Students 4	55	70	15	45	55	10
5	Students 5	50	75	25	50	45	-5
6	Students 6	40	60	20	60	50	-10
7	Students 7	45	55	10	65	65	0
8	Students 8	55	70	15	55	45	-10
9	Students 9	65	70	5	55	60	5
10	Students 10	65	60	-5	65	75	10
11	Students 11	45	65	20	50	45	-5
12	Students 12	50	75	25	50	65	-15
13	Students 13	55	65	10	45	50	5
14	Students 14	65	80	15	65	55	10
15	Students 15	45	45	0	60	55	-5
16	Students 16	65	70	5	65	70	5
17	Students 17	40	75	35	60	65	5
18	Students 18	55	65	10	55	65	10
19	Students 19	60	60	0	65	70	5
20	Students 20	60	70	10	70	65	-5
21	Students 21	65	75	10	60	50	-10
22	Students 22	65	80	15	55	65	10
	Total	1235	1505	270	1275	1305	25
	Mean	56.14	68.41	12.27	57.95	59.32	1.1

Table IV.12
The Classification of Experimental Class of the eight grade Students at
Junior High School SMPN 5 Tambang

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	3	13.63%
2	Good	70-79	10	45.45%
3	Enough	60-69	7	31.81%
4	Less	50-59	1	4.54%
5	Bad	0-49	1	4.54%
Total		-	22	100%

Based on the table IV.8 about the classification of experimental class of the eight grade students of junior high school SMPN 5 Tambang, the output from 22 students shows that the category of number 1 got the frequency 3 (13.63%), the category of number 2 shows 10 (45.45%), the category of number 3 shows 7 (31.81%), the category of number 4 shows 1 (4.54%), the category of number 5 shows 1 (4.54%). The table above shows that the highest percentage of experimental class is 45.45%. Thus, the majority of the students in this experimental class is classified as **Good**.

Table IV.13
The Classification of control class of the eight grade student at
Junior high School SMPN 5 Tambang

No	Categories	Score	Frequency	Percentage
1	Very Good	80-100	0	0%
2	Good	70-79	4	18.18%
3	Enough	60-69	9	40.9%
4	Less	50-59	6	27.27%
5	Bad	0-49	3	13.63%
Total		-	22	100%

Based on the table IV.9 about the classification of control class of the eight grade students at junior high school SMPN 5 Tambang , the output from 22 students shows that the category of number 1 got the frequency 0 (0%), the category number 2 shows 4 (18.18%), the category of number 3 shows 9 (40.9%), the category number 4 shows 6 (27.27%), the category number 5 shows 3 (13.63%)The table above shows that the highest percentage of control class is 40.9%. Thus, the majority of the students in this control class are classified as **enough**.

C. The Data Analysis

1. The Data Analysis of Using compare and contrast Strategy in the Classroom (Variable X)

In order to find whether or not there was a significant difference in increasing reading comprehension of two classes, the writer calculated data taken from the score of the students' final test. The data were analyzed by using statistical analysis technique in order to identify the average score of both experimental and control class. This research used pre-test and post-test. There were 20 items of reading comprehension test given to 22 respondents. From the test, it was obtained that the lower score is 40 and the higher score is 85. The mean is 68.40.

2. The Data Analysis of reading comprehension (Variable Y)

a. Students' reading comprehension by Using compare and contrast Strategy

The following table is the description of the data of students' pre-test and post-test score of experimental class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table IV.14
Students' Pre-test and Post-test Score of Experimental Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
40	2	Fail	45	1	Fail
45	3	Fail	55	1	Fail
50	2	Fail	60	3	Pass
55	5	Fail	65	4	Pass
60	2	Pass	70	6	Pass
65	7	Pass	75	4	Pass
70	1	Pass	80	2	Pass
			85	1	Pass

Based on the data obtained in pre-test of experimental class there were 12 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 10 students who passed the graduated standard (SKL) or the score obtained ≥ 60.

The writer used the following formula to get the percentage of the student who did not pass and who passes the graduated standard (SKL):

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{12}{22} \times 100\% = 54.5 \%$$

The percentage of students who passes the graduated standard (SKL) is as follows:

$$\frac{10}{22} \times 100\% = 45.4\%$$

Besides, it can be also seen that the total frequency is 22 and the total scores is 1235. So that, the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

Table IV.15
Mean and standard deviation of student pre- Experimental score

Mean	56.13
Standard Deviation	9.119

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

Based on the data obtained in post-test of experimental class there were 2 students who did not pass the graduated standard (SKL) or the score obtained < 60, while there were 20 students who passed the graduated standard (SKL) or the score obtained ≥ 60. The percentage of students who did not pass the graduated standard is as follows:

$$\frac{2}{22} \times 100\% = 9.09\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{20}{22} \times 100\% = 90.9\%$$

Besides, it can be also seen that the total frequency is 22 and the total scores is 1505, so that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 16 as follows:

Table IV.16
Mean and standard deviation of student post- Experimental score

Mean	68.4
Standard Deviation	9.048

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

b. Students' reading comprehension by Using Conventional Strategy

The following table is the description of the data of students' pre-test and post-test score of control class. It was obtained from the result of the students' reading comprehension test. The data can be described as follows:

Table IV.17
Students' Pre-test and Post-test Score of Control Class

Valid of Pre-test	Frequency of Pre-test	Standard Graduated	Valid of Post-test	Frequency of Post-test	Standard Graduated
45	2	Fail	45	3	Fail
50	3	Fail	50	3	Fail
55	5	Fail	55	3	Fail
60	5	Pass	60	3	Pass
65	6	Pass	65	6	Pass
70	1	Pass	70	3	Pass
			75	1	Pass

Based on the data obtained in pre-test of control class there were 10 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 12 students who passed the graduated standard (SKL) or the score obtained > 60 .

The writer used the following formula to get the percentage of the student who did not pass and who passes the graduated standard (SKL):

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of student

The percentage of students who did not pass the graduated standard is as follows:

$$\frac{10}{22} \times 100\% = 45.4\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{12}{22} \times 100\% = 54.5\%$$

Besides, it can be also seen that the total frequency is 22 and the total scores is 1275. So that, the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

Table IV.18
Mean and standard deviation of student pre- Control score

Mean	57.95
Standard Deviation	7.013

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

Based on the data obtained in post-test of experimental class there were 9 who did not pass the graduated standard (SKL) or the score obtained < 60, while

there were 13 students who passed the graduated standard (SKL) or the score obtained > 60. The percentage of students who did not pass the graduated standard is as follows:

$$\frac{9}{22} \times 100\% = 40.9\%$$

The percentage of students who passed the graduated standard (SKL) is as follows:

$$\frac{13}{22} \times 100\% = 59.0\%$$

Besides, it can be also seen that the total frequency is 22 and the total scores is 1305, So that the mean (Mx) and Standard Deviation (SD) can be obtained by using SPSS Version 17 as follows:

Table IV.19
Mean and standard deviation of student post- Control score

Mean	59.31
Standard Deviation	9.036

From the table above, the distance between mean (Mx) and Standard Deviation (SD) is too far. In other words, the scores obtained are normal.

- c. The Students' Classifications Score of the Students' Taught by using compare and contrast strategy and Taught by using Conventional Strategy

To know how the students' reading comprehension taught by using compare and contrast strategy and taught by using conventional strategy, the writer only took the post-test score of each class because the post-test was given after treatment.

Table IV.20
Mean and Median of Post-test in Experimental Class and Control Class

	Mean	Median
Experimental Class (Post-test)	68.40	70.00
Control Class (Post-test)	59.31	60.00

3. Data Analysis of the Difference Between reading comprehension Taught by Using compare and contrast strategy and reading comprehension taught by using Conventional Strategy.

Table IV.21
Students' reading comprehension Score

No	Students	Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	Students 1	70	85	60	60
2	Students 2	65	70	65	70
3	Students 3	55	65	55	60
4	Students 4	55	70	45	55
5	Students 5	50	75	50	45
6	Students 6	40	60	60	50
7	Students 7	45	55	65	65
8	Students 8	55	70	55	45
9	Students 9	65	70	55	60
10	Students 10	65	60	65	75
11	Students 11	45	65	50	45
12	Students 12	50	75	50	65
13	Students 13	55	65	45	50
14	Students 14	65	80	65	55
15	Students 15	45	45	60	55
16	Students 16	65	70	65	70
17	Students 17	40	75	60	65
18	Students 18	55	65	55	65
19	Students 19	60	60	65	70
20	Students 20	60	70	70	65
21	Students 21	65	75	60	50
22	Students 22	65	80	55	65
	Total	1235	1505	1275	1305
	Mean	56.1	68.4	57.9	59.3

The data were obtained through the score of pre-test of experimental class and control class. To analyze the data, the writer used Annova with regression formula by using software SPSS version 16.

Table IV.22
Descriptive Statistics

	Mean	Std. Deviation	N
Post experimental	68.4	9.04	22
Post control	59.3	9.03	22

Based on the table above, it can be seen that the students' from each class, the experimental class consisted of 22 students and while for the control class consisted of 22 students too. The mean of experimental class improvement was 68.4, and mean of control class improvement was 59.3. standard deviation for experimental class was 9.04, while standard deviation for control class was 9.03.

Table IV.23
Correlation

		Post-exp	Post-cont
Pearson correlation	Post-exp	1	0.623
	Post-cont	0.623	1
Sig. (1-tailed)	Post-exp	0.00	0.00
	Post-cont	0.00	0.00
N	Post-exp	22	22
	Post-cont	22	22

From the table above, the correlation between post-experimental and post-control is 0.623. According to hartono, the strength of relation for the coefficient or $r=0.623$ is moderate relationship.¹

¹ Hartono. 2008. *Statistik Untuk Penelitian*. Yogyakarta: Pustaka Pelajar. p. 87

Table IV.24
Variable Entered/removed

Model	Variable Entered	Variable Removed	Method
1	Post-Exp	0	Enter

- a. All requested variable entered
- b. Dependent Variable: Post-control

Table IV.25
Model Summary

Mode	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.623	0.388	0.358	9.086

R Square = 0.388 indicates the amount of relationship between post-Experimental and Post-Control is about 38.8 %

Table IV.26
Annova^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1048.268	1	1048.268	12.697	0.002
Residual	1651.232	20	82.562		
Total	2699.500	21			

From the table above, it can be seen that $F_{\text{calculated}} = 12.697 > F_{0.05, 1, 42} = 4.07$ and $\alpha = 0.05 > \text{Sig. } 0.002$. It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is significant effect of student' reading comprehension which is taught by using the compare and contrast strategy of eight grade student at junior high school 5 Tambang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using compare and contrast strategy toward students' reading comprehension at the eight year of junior high school 5 Tambang of Tambang District of Kampar Regency comes to conclusion as follows:

1. Students' reading comprehension taught by using compare and contrast strategy is 68.40. The students who passed the graduated standard (SKL) are 20 (90%).
2. Students' reading comprehension taught by using conventional strategy is 59.31. The students who passed the graduated standard (SKL) are 13 (59.09%)
3. From the research findings, from analysis of regression formula. It can be seen that $F_{\text{calculated}} = 12.697 > F_{0.05, 1, 42} = 4.07$ and $\alpha = 0.05 > \text{Sig. } 0.002$. It can be concluded that H_0 is rejected and H_a is accepted.

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. The Compare and Contrast is a good strategy.
2. The students' Reading comprehension is categorized into good level.
3. Based on the analysis of Annova formula, it can be concluded that H_0 is rejected and H_a is accepted. It means that there is a significant effect of students' reading comprehension taught by using compare and contrast strategy of eight grade student at junior high school 5 Tambang. It shows that

using compare and contrast strategy can improve students' reading comprehension.

B. Suggestions

Based on the research finding, the writer would like to give some suggestion:

1. Suggestion for teacher

- a. It is recommended to the teacher to use compare and contrast strategy in teaching and learning process.
- b. It is hoped that the teacher teaches reading class from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at time of teaching learning process because the conducive condition in teaching would become one asset to carry out the success of material taught.

2. Suggestion for students

- a. The students should try to understand the use of compare and contrast strategy in reading text.
- b. The students should pay more attention to the lesson being explained by the teacher.

Finally, the writer considers that this research still needs validation from the next researcher who has the same topic as this research.

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